

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Front Street Community Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	H Gladstone
Pupil premium lead	L Hoult
Governor / Trustee lead	D Jamieson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,790
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,790

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Front Street Community Primary School is to continue to ensure the impact of covid-19 related school closures is mitigated on all pupils including pupil-premium pupils through embedding a programme of high quality teaching and interventions.

We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning.

School leaders are committed to ensuring our disadvantaged pupils receive high quality teaching which is at least good in every lesson and that disadvantaged pupils with learning loss or gaps receive intervention and support every day in every classroom.

Our ultimate aim is to accelerate progress, moving pupils to at least age related expectations. We aim to provide all pupils with the opportunity to achieve their potential, including those who are already high attainers. Non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

The strategy plan is not an exhaustive list and strategies may change and develop based on the needs of individuals.

We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for Free School Meals. We will use the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal assessments show that most pupils continue to enter EYFS with Language and Communication skills well below their developmental age and stage.
2	Through assessments and observations, it is evident that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Many children's writing attainment has been adversely affected by school closures for most pupils and many disadvantaged pupils are not working at ARE.

	(particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements.
4	Assessments and observations indicate pupils are demonstrating poor fluency of basic maths skills in KS1 and KS2.
5.	Through observations and discussions with pupils, many PP pupils, have difficulty retaining and remembering taught knowledge and skills away from the point of teaching.
6.	Our observations indicate that the majority of disadvantaged pupils continue to have limited enrichment opportunities which in turn affects attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. EYFS :Pupils will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Where a specific SEN has been identified, progress is rapid from starting points.
2. Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages.	Rigorous assessment process will identify any needs for intervention. 1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency. All PP children will pass the phonics screening test by the end of year 1 unless specific SEND . Children will use their phonics knowledge to support writing.
3. Children make at least typical progress in writing. Some pupils make better than typical progress. Increased number achieving ARE and HS at the end of key stages.	Across all year groups, the number of pupils achieving ARE and the HS is greater than previous year attainment.
4. Pupils will have a greater number sense and fluency.	CPD develops teacher knowledge of number sense. Consistency in teaching is observed. Pupils' speed and accuracy in facts improve. Evident increase in knowledge of key skills in maths shown through low stakes in class assessments, key skill starters, formal regular assessments and statutory assessments.
5. An improved knowledge of cognitive science will enable teachers to support the learning. Retrieval practice will be embedded in the classroom.	Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects including retrieval practice. PP pupils

	will be involved in subject lead pupil voice meetings.
<p>6. Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.</p> <p>Extra curricular Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Cultural capital is enhanced by experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. The offer is monitored across school.</p> <p>Monitoring of extra curricular activity attendance to show that at least 20% of attendees are PP. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p> <p>PP lead to monitor and ensure financial reasons are not used for non attendance of school trips/residential experiences</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD</p> <hr/> <p>SLT for EYFS employed as an additional teacher to support provision and training. Model increased communication and dialogue in continuous provision and small group work</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF guidance report and online training Making the best use of teaching assistants EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	<p>1,2,3,4,5</p>
<p>All staff trained in Read Write Inc and Launchpad for Literacy (EYFS staff)</p> <p>Continuous coaching implemented to ensure approach and fundamentals of scheme are consistent.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF</p>	<p>1,2</p>
<p>CPD on Metacognition from NEAT</p> <p>Embed the practice that all staff are trained in, and use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning. The Five a day approach is integrated into daily practice.</p> <p>The writing process is taught through explicit</p>	<p>EEF Moving forwards making a difference A planning guide for schools 22-23</p> <p>Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF</p>	<p>2,3,4,5</p>

<p>modelling and supported practice. Pupils handwriting, spelling and sentence construction skills are developed through extensive practice</p> <p>AHT to promote and monitor planning and delivery of whole school approach to support.</p>	<p>Metacognition and self-regulated learning review (May 2020)</p>	
<p>Purchase of diagnostic assessment materials to identify baselines and progress made.</p> <p>NFER tests,</p> <p>Ongoing use of summative assessment to assess and teach gaps in learning</p>	<p>Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction.</p> <p>Standardised tests, Assessing and Monitoring Pupil progress, EEF</p> <p>New GAP sheets released to support assessment of writing.</p>	1,2,3,4
<p>Mastering Number-National Central Training Lead Teacher identified in R and KS1</p> <p>As 2 form entry, lead teacher will support implementation.</p> <p>Lesson plans and resources used for daily lessons supplemented by internal curriculum drawing on expertise of EYFS maths.</p> <p>Y3 staff participate in Sustaining Mastery Programme working with the Great North Maths Hub</p>	<p>This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children from Reception through to Y2. The aim over time, is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Debbie Morgan, the NCETM's Director for Primary, explains the rationale for the programme and how the abacus-like rekenrek can be used to help children develop confidence and fluency with number</p>	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI (Nuffield Early Language Intervention) and Early Talk Boost	EEF toolkit indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months)	1

<p>Early identification of barriers and need in Nursery- identify those pupils who are 'potentially' PPG eligible pupils.</p>	<p>NELI has been identified by the EEF as a promising project.</p> <p>Research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF) . Language is the medium through which all other learning occurs. Language rich education settings are vital for the development of speech, language and communication skills. (Lively Project 2022). The Early Talk Boost programme aims to accelerate children's progress in communication and language by an average of 6 months, after a nine week intervention' (ICAN). Specific interventions such as 'Nuffield Early Language Intervention' (+ve 4 month impact).</p>	
<p>Targeted phonics intervention EYFS 1:1 target personalised sessions linked to Launchpad for Literacy assessments KS1 A rigorous phonics team assess and teach in organised RWInc groups. All staff have updated training to follow a structured programme and precision teach to pupil gaps through EYFS and KS1 and lower KS2 on a daily basis</p>	<p>The TARGET model, drawn from insights from a range of EEF interventions and programmes is used.</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months)</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>Phonics EEF Phonic approaches have a strong evidence base indicating a positive impact on pupils , particularly from disadvantaged backgrounds.</p> <p><u>Launchpad for Literacy-</u> promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.</p>	1, 2
<p>Engaging with the National Tutoring Programme to provide maths tuition to targeted pupils.</p>	<p>Maths tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils.</p> <p>one to one tuition (EEF)</p>	4
<p>Out of class intervention in small group</p> <ul style="list-style-type: none"> • Phonics • Colourful semantics in all year groups • Spelling • Maths basic skills • Reading 1:1 • Numicon • Mastering Number 	<p>Interventions follow format similar to school teaching. EEF indicates high impact.</p> <p>EEF indicates moderate impact for phonics teaching (+4 months)</p>	2,3,4
<p>Online resources: Times Table Rockstars Numbots Numberstacks</p>	<p>EEF indicates moderate impact for digital technology (+4 months)</p>	2,3,4

Reading Plus Oxford Reading Buddy Nessy Jigsaw		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits and enrichment activities.	EEF guide to pupil premium indicates moderate impact for social and emotional interventions (+4months) As a school, we have observed how access to enrichment activities can support the self esteem and social skills of pupils.	6
Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupils and their wider families e.g. wider issues personal fund -uniform, food parcel, FSW engaging with parents to identify needs.	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education.. Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides “cumulative advantage” throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	6

Total budgeted cost: £95,795

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupils and staff continued to be significantly impacted by COVID during the Winter and Spring terms, with absence affecting the educational recovery process and impact of PP funding.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

We targeted our additional PP funding on staffing and extra intervention in core learning areas. In EYFS, NELI and SALT interventions have been provided by trained staff. Staff were also trained in Theraplay to support SEMH and to target individuals and groups. All staff were trained in the use of YARC and the Gateshead Fluency Intervention programme, which have been successfully implemented in Year 3 and 4. All pupils were assessed and identified for an intervention fluency group which has improved attainment across LKS2. Quality first teaching and interventions have accelerated progress in maths fluency although there continue to be some gaps in knowledge. Thorough, strategic planning of the curriculum has ensured that pupils have been taught all elements of the curriculum for their year group. Through the involvement in the national Mastering Number Programme, teachers from Reception to Y2 have been trained to deliver the sessions provided by the NCETM. This involvement will help support those children who have gaps in their basic number knowledge. A whole school approach to: the teaching of times tables; of focussed arithmetic teaching and a progression in mental maths skills is also in place across school. The whole school focus on cognitive load and staff training has started to make

an impact and this will continue to be a priority for staff CPD and implementation in the next academic year.

All pupil premium children have had the opportunity to access the same enrichment and extra curricular activities as non PP children. PP pupils have been offered funded access to a club but not all have taken up the offer. Regular reminders need to be given to encourage all families to engage. Extra curricular clubs have included Basketball, Dance, Functional Fitness, Gymnastics, Stem club, Robotix, Art, Lego club, Techy tots . All PP pupils attended school visits. This year the residential was cancelled by the provider but subsidised funding has already been offered and taken by 90% of PP parents ready for next year. We have seen much improved parental engagement this year following the lifting of restrictions imposed during the pandemic. Events have included Parental workshops in every year group where 98% of parents of PP pupils attended. 100% attendance at parent evenings in March and November has been achieved . A recent Phonics parent session in EYFS also had 100% attendance.

Externally provided programmes

Programme	Provider
Oxford Reading Buddy	Oxford University Press
Reading Plus	Reading Solutions
NELI	Elklan
Times Tables Rockstars	Maths Circle
Jigsaw	Jigsaw PSHE Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

N/A
